

PROFESSIONAL ETHICS OF TEACHER IN THE EDUCATIONAL PROCESS**Shaymanova Yulduz Toshniyazovna**

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ABSTRACT

The article discusses professional ethics and its specific aspects. In the process of teaching, information is provided on the issues of teacher skills and its specific aspects. The fact that a teacher has a great deal of knowledge and experience in shaping students' abilities and interests is analyzed with a number of examples. It is clear that every professional needs to inculcate the essence of professional ethics in the minority.

Keywords: *professionalism, ethics, aesthetics, ability, skill, qualification and experience, knowledge and skills, personal qualities, pedagogical technology.*

Professional ethics, as a rule, refers only to the types of professional activities that depend on people based solely on the behavior of the professional. The consequences or processes of these behaviors have a special impact on the lives and destinies of other people or humanity. The traditional types of professional ethics distinguished in this regard are related to, for example, pedagogical, medical, legal, administrative, relatively new, and the enhancement of appearance or role. Professional ethics plays an important role in the system of mechanisms of moral regulation of professionals. This is primarily due to the desire of society to meet the needs of modern segregation and to specialize the labor delivered as a result of scientific and technological progress. There are now more than six thousand occupations. They are all based on universal ethical norms and principles, although they have their own characteristics and moral aspects.

Of all the professions, the teaching profession has a unique and important social significance. After all, a teacher is a memory of the maturity of the heart of the younger generation, a person who educates young people. Today, he teaches the laws of nature, society, social life, intellectual development, prepares young people for work, helps them to master the secrets of the profession, and teaches them the socio-economic conditions that are important for society. It is the responsibility of the teacher to become a master of his profession, to influence the students, to develop their interests, abilities, talents, beliefs and practical skills. It requires a professional who is looking for a job [7.p.11].

The most valuable resource today is information, and the most irreplaceable time is very scarce for modern man. Of course, the increase in the pace of life, the acceleration of time will shape the worldview of the younger generation, develop their abilities. Abilities are psychological characteristics of a person that the acquisition of knowledge, skills and abilities depend on, but these qualities themselves do not apply to these knowledge, skills and abilities. For example, suppose two children are entering an institute. One of them passed the test and the other did not. This does not mean that one of them is more capable. Success in education alone does not determine ability. While abilities are manifested in the acquisition of knowledge, skills, and abilities, they are not related to knowledge or skills. A person's abilities are only an opportunity to acquire knowledge and skills. Whether or not this knowledge and skills are acquired depends on many factors. A child's musical ability does not guarantee that he or she will become a musician. To be a musician, a child must have a special education, perseverance, good health, a musical instrument, notes and other conditions. Without them, the ability to develop does not develop, and even fades. It would be a serious mistake for an educator to hastily conclude that a student does not have the necessary skills and competencies, as well as solid knowledge and skills, without a thorough examination. There are many people who, as a child, were not recognized by others

for certain abilities, and later became famous for these abilities. This means that the role of the environment in the formation of abilities is significant.

In order for pedagogical activity to be effective, a teacher must have the following types of skills and be nurtured in order to achieve pedagogical skills. Cognitive ability, observation ability, speaking ability, organizational ability, ability to gain prestige, ability to behave correctly, ability to see into the future, ability to distract attention. These pedagogical abilities characterize both the mental side and the emotional-volitional side of the person. All of these qualities are interconnected, interact, and form a whole. This is a guarantee of efficiency.

The modern educator must clearly understand that the children he or she wants to teach were born in the twentieth century and came to school, which means that they grew up and formed in a completely different information space than the generation of children in the 80s and 90s. Undoubtedly, the computer becomes a hobby, an integral part of a schoolboy's life, and sometimes, unfortunately, a best friend.

As mentioned above, the teacher performs many functions in the process of pedagogical activity. The success of these functions is determined by the personality of the teacher, his professional qualities. The specificity of pedagogical work imposes a number of requirements on him, his personality, which are called personal qualities of professional significance.

A teacher's professional ethics is a pedagogical trait - a sense of intuitive measurement that must be high in order for pedagogical and other tools to influence others and balance. The communicative side of pedagogical activity is reflected in the whole pedagogical process. The teacher should be aware of the student's characteristics and take into account the student's characteristics that help him or her. Thus, a child's sluggishness associated with a child's behavior requires the teacher's patience and courtesy.

The communication culture of the teacher is a manifestation of professional orientation and human orientation and individual creativity in the implementation of the functions and goals of professional and social pedagogical activity. Some of the most important requirements are set for the teacher's personality. The main and constant requirements for a teacher are children, pedagogical activity, special knowledge, extensive knowledge, comprehensive knowledge, widespread pedagogical training, various methods of raising children.

The skill of the teacher is reflected in his work. The teacher must first be familiar with the laws and mechanisms of the pedagogical process. In this sense, the generalized skills of the teacher and his pedagogical technique are of great importance [2.p.136]. But skill is a special power. Cannot be high or low. It is possible to achieve or not to master. A true educator is only beautiful when he is working. Achieving pedagogical skills depends on certain personal qualities of the teacher. The lack of a single, recognized definition of pedagogical skill in the works of various authors leads to the conclusion that it is a living process of research. Today, the age of computer technology is gaining momentum. It is unthinkable for a modern teacher to lag behind his students, so it is necessary to constantly read, keep pace with the times, master new technologies, methods and forms of teaching. Pedagogical technologies have not been left out of the general process of computerization.

Changing teaching methods and technologies at all levels in the strategy of modernization of education, analysis of information, self-study, encouragement of independent work of students, responsible choice and responsible activities the need to increase the weight of those who form the practical skills of shaping the experience is emphasized. There was a need for demand-driven education based on modern information technology.

The causes of communicative culture are the spiritually developed person, the formation of his spiritual appearance, and the expression of a person's moral life, and are an integral part of the formation of a culture of personal culture in general. The conditions for creating a tool for the development of humanism in the educational process determine the priority of communicative aspirations in the personal culture of the teacher. Effective pedagogical communication is pre-determined by the teacher's communication culture, the desire to improve it is a necessary condition of pedagogical skills. Based on the analysis, it can be said that the personal characteristics of the individual prepare the ground for solving pedagogical problems, which allows to organize the process of regulating educational and communication activities that successfully affect students and most effectively affect students.

Thus, professional ethics defines an individual's attitude to his or her professional responsibilities and the general ethical norms and values that apply to him or her in general, first and foremost the relevant ethical aspects — coordination norms and rules that must be followed and they are related to the relationship between people that is most acceptable in terms of people performing their professional duties.

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